



**REQUEST FOR APPLICATIONS
TEXAS HIGHER EDUCATION COORDINATING BOARD**

RFA No. 781-16-18254

**2017-2019 College Readiness and Success
Models for *60x30TX* (2017 CRSM)**

BIDDERS' WEBINAR: Recording Available Upon Release of RFA

INTENT TO APPLY DEADLINE: February 17, 2017 at 5:00 PM C.T.

INQUIRY DEADLINE: March 17, 2017 at 5:00 PM C.T.

APPLICATION DEADLINE: March 31, 2017 at 5:00 PM C.T.

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1 OVERVIEW

1.1 PROGRAM TITLE:

College Readiness and Success Models for *60x30TX* (CRSM)

1.2 SYNOPSIS OF PROGRAM

The Division for College Readiness and Success (CRS) at the Texas Higher Education Coordinating Board (THECB) supports and coordinates activities and initiatives that focus on the relationship between public and higher education, the success of students in higher education, and the promotion of a college-going, career-ready culture in Texas. The division fosters access, preparation, participation, and completion of a higher education credential of value for all people that reside in Texas.

The purpose of the College Readiness and Success Models for *60x30TX* (2017 CRSM) is to award “funding based on students served” grants that support scaling and enhancing comprehensive strategies and activities to accomplish the priorities of the agency for achieving the goals and targets of the new higher education strategic plan, [60x30TX](#). To receive funding, eligible applicants must have experience with one or both of the following instructional models and a plan to scale and enhance the model(s) to benefit more students.

- **Integrated Career Pathways/Accelerate TX (ICP-ATX)** models (for underprepared learners pursuing Career Technical Education (CTE) programs)
- **Intensive College Readiness (ICR)** models (for underprepared learners pursuing traditional academic pathways).

Application must include at a minimum one year of rigorous evidence of the impact of the model(s) at the applicant’s respective institution. Applicants may apply for one or both models. Applications are open only to community and technical colleges.

1.3 POINT OF CONTACT

- Integrated Career Pathways (ICP-ATX) and Intensive College Readiness (ICR) models:
Dr. Linda Muñoz, Ph.D. (512-427-6525; linda.munoz@thehb.state.tx.us)

1.4 DEFINITIONS

See Appendix A for definitions of terms used throughout this RFA.

2 AWARD SUMMARY AND ELIGIBILITY INFORMATION

2.1 MAXIMUM AWARD AMOUNT

The total available funding for the College Readiness and Success Models for *60x30TX* (2017 CRSM) is up to \$2,500,000.

2.1.1 Initial Funding. Awarded applicants will receive \$50,000 upon execution of contract.

2.1.2 Funding Based on Students Served.

Model Option 1: Integrated Career Pathways/Accelerate TX (ICP-ATX)

The number of students served is determined by the number who successfully complete the identified Level 1 Certificate (CERT 1).

Model Option 2: Intensive College Readiness and Academic Course Completion

The number of students, under the ICR model, who complete the ICR intervention AND pass one (1) or more college-credit courses (with or without co-requisite/mainstreaming option) in the skill area(s) for which the student was initially underprepared (i.e., if the student tested as underprepared in reading and/or writing before the ICR intervention and after the intervention, the student enrolls in and successfully completes English 1301 (as standalone or through co-requisite), that is one completion).

An institution can apply for funding under one or both instructional models. The minimum number of students to be served in the two-year contract period in either model is 100.

2.2 APPLICANT ELIGIBILITY

Only Texas public community and technical college or college systems are eligible to apply for either of these models.

2.3 MAXIMUM NUMBER OF SUBMISSIONS BY APPLICANT

Based upon the prescribed services outlined in this RFA, eligible applicants may submit only one (1) application.

2.4 COST SHARING OR MATCHING REQUIREMENTS

Grantees shall provide a 10% match for the funds awarded. Matching funds can include funds for travel, administrative costs, and training for faculty and staff. The matching requirement may be waived for institutions serving low-income/disadvantaged students. A federal waiver from the Department of Education may serve as documentation.

2.5 STUDENT ELIGIBILITY

Student eligibility and funding amount are outlined in the table below. Note that students eligible to enroll through the 2017 CRSM must be high school complete. Students eligible to be served under the 2017 CRSM may be classified as new, transitioning, or entering/re-entering with some completed credits; however, the student must still need a minimum of 15 Semester Credit Hours (SCH) towards an eligible completion in order to be funded under the ICP model of the 2017 CRSM.

| Model | Student Population | Amount |
|--|---|--|
| Integrated Career Pathways (ICP) | Student completing in one year or less a Level 1 Certificate (CERT1) program as defined in the Guidelines for Instructional Programs in Workforce Education (GIPWE) | \$1500 per student completion of a CERT1 under an integrated career pathway. |
| Intensive College Readiness (ICR) | Underprepared learners transitioning from community or adult education and literacy (AEL) funded programs or learners identified by the Texas Success Initiative Assessment (TSIA) as not college ready in one or more skill areas. | \$250 per completion of the intensive transition intervention supporting the student to reach college readiness in the skill area(s) for which the student was initially found not college ready AND the academic college-level course in the related skill area(s). |

- Successful completion in the ICR model includes grades of A, B, C, or P (“pass” in the non-college level intervention).
- Applicants must include as a part of the application packet, a projected number of students to be served during the grant period on the *Projected Funding Based on Students Completed* form (Appendix E). Funding will be distributed in regular installments based on student completions as certified by the institution’s reporting official (ICP) or program staff (ICR). See Appendices H and I for sample certification letters and data requirements. Further information regarding data reporting will be provided to awarded applicants through conference calls and/or webinars.
- Institutions must implement the intervention component of the ICR model as a BASE NCBO and/or NCBO.

If funding permits, awarded applicants may receive contract amendments with continuation funding.

2.6 PROJECT PERIOD:

On or about May 1, 2017 to August 31, 2019. If funding permits, awarded applicants may receive continuation funding.

2.7 POST DATE:

On or around February 10, 2017

2.8 BIDDERS’ WEBINAR

Recording available upon release of RFA and posted at www.thecb.state.tx.us/CRSM

2.9 NOTICE OF INTENT TO APPLY DEADLINE:

February 17, 2017

2.10 INQUIRY DEADLINE:

March 17, 2017

2.11 APPLICATION DEADLINE:

March 31, 2017

2.12 AWARD NOTIFICATION:

On or around April 15, 2017

3 NOTICE OF INTENT GUIDELINES

Applicants desiring to submit an Application for participation in the THECB 2017-2019 Comprehensive College Readiness and Success Models for 60x30TX (2017 CRSM) **MUST SUBMIT** Intent to Apply by 5:00pm C.T. on February 17, 2017 to the THECB. The Intent to Apply must be sent by email to CRI@thecb.state.tx.us.

Intent to Apply **MUST** contain the following items:

- 3.1** Subject line of email – “Intent to Apply for 2017 CRSM.” Also include in the subject line which model(s) you will implement: ICP and/or ICR.

3.2 Identity of applicant (Institution)

3.3 Name, address, telephone number, and email address of individual authorized to submit an Application on behalf of the institution.

4 APPLICATION PREPARATION INSTRUCTIONS

4.1 PACKAGING INSTRUCTIONS

Applicants desiring to apply for the THECB 2017 – 2019 Comprehensive College Readiness and Success Models for 60x30TX (2017 CRSM) must submit an Application in a single **PDF** format (no larger than 4MB) and according to the guidelines in Subsection 11.1. Application file name should be college's name.

Applications must be submitted via email to CRI@theccb.state.tx.us.

Subject line must state: "2017 CRSM." Also include in the subject line which model(s) you will implement: ICP and/or ICR

APPLICATIONS DUE: 5:00 PM C.T, March 31, 2017

Late Applications will not be accepted. No mailed, hand delivered, or faxed Applications will be accepted for this solicitation.

5 INQUIRIES

All inquiries shall be directed to CRI@theccb.state.tx.us. Applicants and prospective applicants must not discuss an Application with any other THECB employee unless authorized by the Point of Contact. **Questions must be submitted in writing via email and received no later than 5:00pm C. T. on March 17, 2017.** All responses by THECB must be in writing in order to be binding. Any information deemed by THECB to be important and of general interest or which modify requirements of the RFA shall be sent in the form of an addendum to the RFA to all applicants that have submitted a Notice of Intent or an Application. Receipt of all addenda, if any, to this RFA should be acknowledged by returning a signed copy of each addendum with the submitted Application.

6 PROGRAM PURPOSE AND AUTHORITY

6.1 PROGRAM PURPOSE

The THECB is requesting Applications to fund Comprehensive College Readiness and Success Models for 60x30TX (2017 CRSM) for FY 2017-2019. This RFA sets forth qualifications for institutions of higher education to pursue the objectives of the program.

The 2017 CRSM provides funding for eligible institutions of higher education to become "student ready." Institutions that are "student ready" have faculty and staff ready to educate and serve a diverse population; measure learning outcomes to improve performance; and adapt policies, procedures, practices, and organizational structures to ensure more students succeed.

Both models implemented under this RFA must utilize established best practices and emerging promising practices in student readiness and success.

6.2 PROGRAM AUTHORITY

Texas Education Code, Chapter 61, 84th Texas Legislature, General Appropriations Act, Article III, Texas Higher Education Coordinating Board, Rider 36, Accelerate Texas Community College Grants. See Appendix B for the full text of Rider 36.

7 PROGRAM MODELS AND REQUIREMENTS

An applicant under Comprehensive College Readiness and Success Models for *60x30TX* (2017 CRSM) can propose to scale and enhance one or more of the following instructional and student support models:

7.1 INTEGRATED CAREER PATHWAY (ICP/ACCELERATE TX) MODELS

Unlike traditional, linear models of instruction, an integrated model does not require students to complete adult or developmental education programs before entering a career technical education (CTE) program. Instead, students learn basic skills and CTE content skills at the same time – with the basic skills content relevant or contextualized to support the learning outcomes of the CERT 1 program. Integrated Career Pathway models are one approach to creating a better-aligned system for providing education and training to a larger number of underprepared learners.

For these model options, eligible applicants must enroll high school complete students in Level 1 Certificate (CERT1) programs as defined in the Guidelines for Instructional Programs in Workforce Education (GIPWE). The basic skills support component may be reported as Developmental Education Basic Academic Skill Education (BASE) Non-Course Competency-Based Developmental Education Interventions (NCBO) or NCBO, as defined in the [Lower Division Academic Course Guide Manual \(ACGM\)](#) and cross-listed with adult education or continuing education basic skills support. Awarded applicants may choose to waive tuition/fees for the BASE NCBO/NCBO. Awarded applicants must assess students on the TSI Assessment (TSIA) to verify entering students' knowledge and skill levels. Students transitioning from Adult Education and Literacy (AEL) programs who were assessed at minimum Level 4 on the TSIA do not need to be retested on the TSIA. Students underprepared in at least one subject area are eligible for ICP. Students eligible to be served under the 2017 CRSM may be classified as new, transitioning, or entering/re-entering with some completed credits; however, the student must still need a minimum of 15 Semester Credit Hours (SCH) towards an eligible completion in order to be funded under the ICP model of the 2017 CRSM.

Reporting requirements for awarded applicants will be discussed in the required Webinar (see Section 2.8) and finalized in contract negotiations. See Appendix H for sample reporting requirements.

7.2 INTENSIVE COLLEGE READINESS (ICR) MODELS

Intensive college readiness models are similar to the Intensive College Readiness Programs for Adult Education Students (IP-AES) models previously funded by THECB from 2009-2014. These intensive instructional approaches transition underprepared learners into postsecondary education with limited or no need for remediation upon completion of the intervention. These

interventions may focus on one or more areas of intensive integrated reading/writing, and/or math instruction. Intensity in instruction means that a student is focused on improving a particular academic skill set for more hours in a day or week than he/she might otherwise experience in a typical adult education program (e.g., 6 hours/week) or a single college developmental education course (e.g., 3-5 hours/week).

- For these instructional models, eligible students are transitioning from community or federally supported adult education and literacy (AEL) programs and/or assessed at developmental education or levels 4-6 on the Texas Success Initiative Assessment (TSIA) diagnostic and recommended to these programs for intensive remediation. Awarded applicants must assess students on the TSIA to verify entering students' knowledge and skill levels. Students transitioning from Adult Education and Literacy (AEL) programs who were assessed at minimum developmental education or Level 4 on the TSIA diagnostic do not need to be retested on the TSIA. Students underprepared in at least one subject area are eligible for ICR.
- Because this is an intensive instructional model, the minimum number of hours of intensive instruction per week must be 18. The minimum number of weeks of instruction is dependent on a student or a cohort of students being able to immediately transition to the college credit course (stand alone or through mainstreaming) with little or no wait time. No program cohort should exceed 8 weeks; summer cohorts may extend to 10 weeks.¹ Examples of program length per cohort can be found in [IP-AES Practitioner's Guide to Program Implementation \(2016\)](#).
- Institutions must report the intensive transition intervention component of the ICR model as a BASE NCBO and/or NCBO, up to 192 contact hours. Institutions must report the BASE NCBO and/or NCBO for formula funding purposes as well.
- If the curriculum of the intensive transition intervention component aligns with the exit-level DE course/intervention of the relevant subject area(s), as verified by the institution's DE faculty and administrator(s), the student does not need to be retested on the TSIA to document his/her successful completion of the intensive transition intervention component.
- Institutions may use all or parts of the IP-AES model as the basis for its ICR model. See the [IP-AES Practitioner's Guide to Program Implementation \(2016\)](#).

The goal of these cohort-based instructional models is for underprepared learners who enter intensive instructional models below college readiness in reading, writing, and/or math exit the intervention college ready or near college ready in the skill area(s) for which the intervention was provided. To receive funding per student served, the student must successfully complete the intensive transition intervention and enroll in and successfully complete the college-level course(s) for which the student was originally not college ready in the immediate semester following the intervention without further need for stand-alone developmental instruction.

- A student who completes the intensive transition intervention component of the ICR model but is not yet college ready may be placed in a co-requisite/mainstreaming model where the student is co-enrolled in the college-level course and additional DE support.

¹ Program length requirements may be negotiated with applicants on a case by case basis.

- A student who is college ready after completion of the intensive transition intervention component of the ICR model should enroll in a college-level course without further restriction.

Reporting requirements for awarded applicants will be discussed in the Bidder’s Webinar (see Section 2.8) and finalized in contract negotiations. See Appendix I for sample certification letter and sample NCBO requirements.

Additional Requirements

- The institution must ensure that 50% of the proposed number of students they serve in the ICR during the contract period are enrolled in the college credit course by the completion of the first year of funding (i.e., within one year of the contract execution date). If a program does not meet this enrollment goal, the institution will be required to return 50% (or \$25,000 of the initial payment) to THECB.
- Qualifying students should test at minimum level 4 or developmental education on the TSIA Assessment (TSIA) diagnostic in at least one subject area. Awarded applicants must assess students on the TSIA to verify entering students’ knowledge and skill levels. Students transitioning from Adult Education and Literacy (AEL) programs who were assessed at minimum Level 4 or developmental education on the TSIA diagnostic do not need to be retested on the TSIA. Students underprepared in at least one subject area are eligible for ICR.
- Institutions may limit enrollments to students interested in a non-algebra intensive degree plan/meta-major or contextualized CTE program not requiring College Algebra.
- Upon successful completion of the intensive transition intervention, students should be enrolled in that same semester or subsequent semester (including summer) in the college-level course as stand-alone. If the student completes the ICR program and program staff confirm the student would benefit from further remedial support, students may enroll in a college-level course with co-requisite DE intervention (e.g., NCBO), or CTE-ICP/ATX program.²
- Institutions must have an immediate content-related option (i.e., college-level course with or without a co-requisite (NCBO); CTE program) available for students to enroll in upon completion of intensive transition intervention component.
- Institutions are not required to post-test students on TSIA upon successful completion of the intensive transition intervention component, as determined by ICR and DE curriculum alignment and agreement that the ICR is equivalent to an exit-level DE intervention.
- Institutions must report the intensive transition intervention component of the ICR model as a BASE NCBO and/or NCBO, up to 192 contact hours. Institutions must report the BASE NCBO and/or NCBO for formula funding purposes as well.

² If a student begins in an intensive college readiness program and instead of entering a college level course, the student transitions to a CERT 1 program under the integrated career pathway, the institution may receive \$1500 IF the student completes the CERT 1. However, the institution must also be receiving ICP-ATX funding under a 2017 CRMS. In this case, the institution must ensure student eligibility for individuals entering an ICP model (i.e., the student completing the intensive program and entering the CERT 1 program must be underprepared in at least one area to be eligible for the ICP. (See 7.1.). Students eligible to be served under the 2017 CRSM may enter the college as new, transitioning, or entering/re-entering with some completed credits; however, the student must still need a minimum of 15 Semester Credit Hours (SCH) towards an eligible completion in order to be funded under the ICP model of the 2017 CRSM.

8 PROGRAM COMPONENTS

8.1 REQUIRED PROGRAM COMPONENTS

An applicant must include the following required Program Components in each proposed CRSM application:

- 8.1.1 60x30TX SUPPORT.** In support of [60x30TX](#), awarded applicants must include information on how marketable skills are introduced, supported, and/or promoted in their selected model(s).
- 8.1.2 INTEGRATION OF TEXAS COLLEGE AND CAREER READINESS STANDARDS (CCRS).** Where applicable, curriculum and instruction for a program must incorporate the CCRS into the content area, and be designed and delivered so that participating students are more likely to persist and succeed in first and subsequent college courses.
- 8.1.3 MONITORING, MENTORING, OR COUNSELING.** Where applicable, all awarded applicants must include the provision for a key person(s) who monitors student success throughout the semesters in which a student is enrolled in postsecondary education to ensure each student receives continuing support and encouragement.
- 8.1.4 DATA COLLECTION.** Applicants shall indicate how information and data is to be collected during the grant period. Applicants are expected to use the collection and analysis of this data to evaluate the program, demonstrate impact, and use continuous program improvement model to make appropriate changes to better support program goals, including successful completions. The engagement of institutional research staff to support these efforts is required. The proposal must address how the program will manage data collection, management, and reporting to ensure compliance with Family Educational Rights and Privacy Act (FERPA) guidelines.
- 8.1.5 REPORTING.** Applicants are expected to report data into the Texas Higher Education Accountability System (CBM) through normal reporting protocols for purpose of verification. Awarded applicants will submit a baseline report, an end-of-year report, and a final report. Reporting format will be provided by THECB to Awarded Applicant. Reporting requirements for awarded applicants will be discussed in the required Webinar (see Section 2.8) and conference call, if needed, and finalized in contract negotiations.
- 8.1.6 PROGRAM DIRECTOR.** All awarded applicants must assign a program director to coordinate all aspects of the proposed project (e.g. reporting, dissemination, training activities, etc.). Applicant may allocate up to five percent (5%) of the total grant award toward the salary for this position.
- 8.1.7 SUSTAINABILITY.** Applicants must provide an overview describing how the institution plans to maintain this program after the grant funds have been expended. It is anticipated that funded projects will build enough momentum and capacity to sustain their operation and to continue growing and influencing postsecondary completions after the end of THECB support.
- 8.1.8 DISSEMINATION ACTIVITIES.** Awarded applicants will disseminate information about the outcomes of project that show promise for scalability to institutions around the state.

9 SELECTION CRITERIA

The Coordinating Board will utilize subject matter experts (SMEs) to evaluate submitted applications. The SMEs will make selection recommendations to the Coordinating Board based on each application's alignment to the focus areas and other requirements of the RFA.

9.1 QUALITIES OF A STRONG APPLICATION.

Applications will be evaluated at a holistic level. Competitive applications will be:

- **Focused and aligned.** The application clearly describes how the proposed work aligns with the Coordinating Board's description of one or more of the instructional models.
- **Persuasive.** The application makes a persuasive case that the proposed work will have a powerful impact on the institution and state's ability to reach its 60x30TX goals.
- **Strategic.** The proposed work reflects a comprehensive, carefully-sequenced strategy that will significantly improve the success of underprepared or college ready students.
- **Evidence-based.** The application is informed by data analysis and clearly describes how the proposed work reflects actions that are proven to effectively increase student success.
- **Scalable.** The proposed work lays a strong foundation for further work in the selected model and can be effectively scaled or enhanced at other institutions of higher education.
- **Ambitious and feasible.** The proposed work includes ambitious success goals, plans for significant action to achieve those goals, and benchmarks that can be realistically achieved.

9.2 Scoring Rubric.

The Application Readers will use a scoring rubric to evaluate the applications to identify successful submissions. The rubric outlines the holistic criteria described above, detailed criteria regarding the proposed work's impact, engagement, leveraging of ongoing work, and monitoring and sustaining impact. The rubric is provided in Appendix G, Scoring Rubric.

10 APPLICATION FORMAT AND CONTENT

10.1 APPLICATION FORMAT

10.1.1 Application and all forms must be submitted electronically in a single .PDF (Portable Document Format), no larger than 4MB. The narrative component of the application (see Section 10.5) must not exceed five (5) double-spaced pages.

10.1.2 Additional attachments to the Application must include the applicant's name and "2017 CRSM" at the top of each page. Do not use a font smaller than 11. Attachments must be typed, double spaced, on 8 1/2" x 11" paper, clearly legible, with all pages sequentially numbered.

10.1.3 Applicants must use the application forms and templates, and submission must adhere to the length restrictions specified.

10.2 COVER SHEET

In the format provided in Appendix C, Cover Page, list contact information for the Project Director and Co-Director (if applicable) and the Institutional Representative authorized to submit an Application on behalf of the institution.

10.3 TABLE OF CONTENTS

A Table of Contents must be included with respective page numbers opposite each topic. The Application must contain the items in sequence as outlined under Subsections 10.4 through 10.7.

10.4 TRANSMITTAL LETTER

A Transmittal Letter addressed to the Point of Contact (See Subsection 1.3) that identifies the person or entity submitting the Application and includes a commitment by that person or entity to provide the services required by THECB. The letter must specifically identify that the Application is in reference to 2017 CRSM grant. The letter must include "full acceptance of the terms and conditions described in this Request for Application." Any exceptions must be specifically noted in the letter and the applicant's proposed alternative must also be provided in the Application. Applicants cannot take a "blanket exception" to this entire RFA. If any applicant takes a "blanket exception" to this entire RFA or does not provide proposed alternative language, the applicant's Application may be disqualified from further consideration. However, any exceptions may disqualify the Application from further consideration. The letter must state, "The Application enclosed is binding and valid at the discretion of THECB." Applicants are strongly encouraged to submit written questions during the official inquiry (question and answer) period regarding any term or condition of this RFA.

Additionally, the Transmittal Letter shall include the following items:

10.4.1 Proposed eligible student population to be served. The target student populations are first-generation college students, with an emphasis on under-represented student groups such as African American and Hispanic, economically disadvantaged students, or students who are underprepared in at least two subject areas. Priority points will be given to those proposed projects that exceed more than fifty percent (50%) of the targeted student population; and

10.4.2 Indication that the Application is good for ninety (90) days.

10.5 NARRATIVE

The Narrative of the Application must not exceed five (5) double-spaced pages per model selected. Applicant should describe why the selected model is needed at their institution and how this project will be implemented and managed. The narrative should also address the items included in Section 8.1, Required Program Components.

10.6 BUDGET

In the format provided in Appendix D, Initial Budget, applicant must provide a budget and budget narrative for each of the proposed instructional and student support strategies selected from Section 7, Program Models and Requirements, of the RFA. Indicate matching funds and in-kind services that will be used to support this project in the budget narrative. A final budget will be negotiated between Awarded applicant and the THECB.

NOTE: Submit one budget for each component of the RFA for which you are applying. Brief explanations of program budget line items are provided below:

- 10.6.1** *Project Director.* Include salaries projected for an individual to oversee all components of the RFA and act as point person with THECB. Indicate percentage on grant, in-kind, or funded.
- 10.6.2** *Other Professional and/or Support Staff.* Other professional staff such as college/career navigator and/or transition counselors or advisers, supplemental instructors, tutors, data and reporting staff, secretarial, clerical, or other support staff.
- 10.6.3** *Fringe Benefits.* Since state community colleges and technical institutions are funded through state appropriations, fringe benefits will likely be paid from another account. Applicants should include on this line only those fringe benefits projected to be paid from grant funds.
- 10.6.4** *Travel.* May include local or state travel to support the management or dissemination of information regarding the solicitation.
- 10.6.5** *Other Direct Costs.* Include other direct costs to implement the Program including faculty/student materials, supplies, and non-capital expenses necessary for successful project implementation.

NOTE: Fundable activities include the following:

- Program staff salaries and fringe benefits;
- Dissemination activities;
- Student auxiliary fees and other course related fees (Specifically: course related fees such as books and supplies not provided or paid through Workforce Solutions, TANF, SNAP, employers, or other partners)
- Reasonable student testing fees related to project implementation and credential attainment;
- Program staff travel;
- Stipends for faculty coordination and planning (e.g., CTE and AEL/developmental education/basic skills faculty);
- Subcontracting costs (if prior approval given by THECB);
- General program supplies;
- Instructional materials;
- Information technology instructional resources that incorporate established best practices for integrated instruction with developmental education/basic skills and CTE faculty;
- Technology used primarily for the delivery of supplementary instruction; and
- Technical assistance or professional development for CTE and developmental education/basic skills faculty, student support personnel, and college/career navigator and/or transition advisor training.

10.7 PROJECTED FUNDING BASED ON STUDENTS SERVED

In the format provided in Appendix E, Projected Funding Based on Students Served, applicant must provide a budget and budget narrative for each of the proposed instructional and student support strategies.

11 PROVISIONS AND ASSURANCES

11.1 COST OF APPLICATION PREPARATION

All costs associated with the preparation and submission of an Application in response to this RFA are the responsibility of applicant. These costs shall not be chargeable to THECB by any successful or unsuccessful applicant.

11.2 APPLICATION DELIVERY AND LATE APPLICATIONS

11.2.1 Applications must be submitted by an authorized agent of the applicant institution.

11.2.2 Applications shall be considered to be "on time" if they are received on or before the established deadline date and time. Note all times are Central Time (CT). Applicant shall be solely responsible for ensuring that Application is received by THECB prior to the deadline outlined in Subsection 2.11 THECB shall not be responsible for failure of electrical or mechanical equipment, operator error, or inability of an electronic delivery agent to deliver an Application prior to the deadline. Failure to respond in a timely manner to this request shall result in applicant losing the opportunity to receive a grant under this program. A late Application, regardless of circumstances, shall not be evaluated or considered for award.

11.3 CONFLICT OF INTEREST

Applicants must disclose any existing or potential conflicts of interest relative to the performance of the requirements of this RFA. Failure to disclose a conflict of interest may be cause for disqualification of an Application or termination of a contract resulting from this RFA. If, following a review of this information, it is determined by THECB that a conflict of interest exists, applicants may be disqualified from further consideration.

11.4 PAYMENT TERMS

Initial funding shall be disbursed upon receipt of a fully executed contract and is a one-time payment. The remaining funds will be paid to the Awarded applicant based on the payment terms outlined in Section 2.1.2, Funding Based on Students Served, and Section 2.5, Student Eligibility. All funding must be expended by August 31, 2019, unless otherwise noted in the executed contract. Awarded applicants are paid based on student completions, reported and submitted to THECB at the close of each semester: December, May, and August. See Appendices H and I.

11.5 INDIRECT COSTS PROHIBITION

No indirect costs are allowed under this grant.

11.6 CONTRACT

11.6.1 Contracts will be negotiated with those institutions that are selected through the evaluation process to have successful Applications. Submission of an Application confers no rights of applicant to an award or to a subsequent contract, if there is one. The issuance of this RFA does not guarantee that a contract will ever be awarded. THECB reserves the right to amend the terms and provisions of the RFA, negotiate with applicant, add, delete, or modify the contract and/or the terms of Application submitted, extend the deadline for submission of Application, or withdraw the RFA entirely for any reason solely at THECB's

discretion. An individual Application may be rejected if it fails to meet any requirement of this RFA. THECB may seek clarification from applicant at any time, and failure to respond within a reasonable time frame is cause for rejection of an Application.

- 11.6.2** Upon execution of a contract resulting from this RFA, the term “applicant” shall have the same meaning as “Awarded applicant.” Likewise, the terms “Request for Applications” and “Application” shall have the same meaning as the terms “contract.”

11.7 PROPRIETARY INFORMATION

During the performance of the program implemented under a contract resulting from this RFA, awarded applicant may have access to data, information, files, and/or materials (collectively referred to as “data”), which are the property of THECB and/or a public school district. These data shall be handled in a method that concurs with all FERPA (see Appendix A, Definitions) regulations and guidelines. Awarded applicant shall have a system in effect to protect all data received or maintained in connection with the activities of this RFA. Awarded applicant agrees to use its best efforts to preserve the safety, security, and integrity of the data, and to ensure the privacy and confidentiality of all data. Any disclosure or transfer of proprietary information by awarded applicant shall be in accordance with applicable federal or Texas law.

11.8 RELEASE OF INFORMATION BY AWARDED APPLICANT

- 11.8.1** Awarded applicant shall NOT release any data that is not FERPA compliant. Failure to follow the guidelines established may result in immediate termination of the contract.
- 11.8.2** Awarded applicant agrees to notify THECB Point of Contact prior to releasing any information to the news media regarding the activities being conducted under the contracts resulting from this RFA.

11.9 RELEASE OF APPLICATION INFORMATION BY THECB

- 11.9.1** Upon acceptance of the contract, all information submitted with applicant’s Application becomes part of the contract and becomes public record. Therefore, such information is subject to disclosure under the Texas Public Information Act, unless an exception under the Texas Public Information Act is applicable.
- 11.9.2** Any proprietary information included in applicant’s Application shall be subject to disclosure unless such proprietary information was clearly identified by applicant, and such identification was submitted concurrently with the original submission of the proprietary information. Additionally, applicant shall state the specific reason(s) an exception from the Texas Public Information Act is being claimed concurrently with the original submission of the proprietary information.
- 11.9.3** If awarded applicant fails to clearly identify proprietary information with the original submission of the proprietary information, then those Sections will be deemed non-proprietary and made available upon public request after the contract is awarded. The production of any material under the contract shall not have the effect of violating or causing THECB to violate any law, including the Texas Public Information Act.

11.10 NONCOMPLIANCE

The THECB may revoke an institution's participation in the program, and terminate the contract, as outlined under Subsection 11.11, based on the following factors:

- 11.10.1** Noncompliance with requirements and assurances outlined in the RFA and/or the provisions of this Section.
- 11.10.2** Lack of program success as evidenced by site visits, reports, and program data.
- 11.10.3** Failure to meet performance standards specified in the RFA.
- 11.10.4** Failure to provide accurate, timely, and complete information as required by the Board to evaluate the effectiveness of the program.

11.11 AMENDMENT AND TERMINATION

- 11.11.1** Any amendment or change to the contract performance requirements which becomes necessary shall be accomplished by a formal contract amendment signed and approved by duly authorized representatives of awarded applicant and THECB. None of the parties to the contract will be bound by any oral statements, agreements, or representations contrary to the written contract requirements and terms and conditions.
- 11.11.2** THECB Right to Terminate for Cause: THECB may terminate the contract, in whole or in part, immediately upon notice to awarded applicant, or at such later date as THECB may establish in such notice, upon the occurrence of any material breach or failure to perform the work under the contract within the time specified herein or any extension thereof. THECB will provide awarded applicant with an opportunity for consultation with THECB prior to termination.
- 11.11.3** The contract, in whole or in part, may be terminated in the event that federal or state laws or other requirements should be amended or judicially interpreted so as to render continued fulfillment of the contract on the part of either party, unreasonable or impossible. If the parties hereto should be unable to agree upon amendment which would thereafter be needed to enable the substantial continuation of the services contemplated herein, then, upon written notification by THECB to awarded applicant, the parties shall be discharged from any further obligations created under the terms of the contract, except for the equitable settlement of the respective accrued interests or obligations incurred up to the date of termination.
- 11.11.4** Either party, without penalty, may terminate the contract, either in whole or in part, with a sixty (60) day written notice.
- 11.11.5** Upon receipt of written notice to terminate, awarded applicant shall promptly discontinue all services affected (unless the notice directs otherwise), refund partially or fully all grant proceeds in accordance with written notice, and shall deliver or otherwise make available to THECB, a summary of work products developed by awarded applicant under the contract, whether completed or in process.
- 11.11.6** In the event of cancellation, THECB reserves the right to negotiate a contract based on another applicant's submission if it is in the state's best interest.

11.12 NOTICE

Any notice or written communication between the parties shall be considered delivered when postmarked, except that such notice or written communications sent by certified mail, return receipt requested, or delivered in person to the authorized representative of the party designated in accordance with the contract shall be considered to be delivered when received.

11.13 ASSIGNMENT OR SUBCONTRACTING

No rights, interest, or obligations in a contract resulting from this RFA shall be assigned or delegated by awarded applicant without prior written permission of THECB Point of Contact. Any attempted assignment or delegation by awarded applicant shall be wholly void and totally ineffective for all purposes unless made in conformity with this Paragraph. No assignment or subcontract shall relieve awarded applicant of any responsibility under this RFA.

11.14 LIABILITY AND INDEMNIFICATION

11.14.1 LIABILITY

11.14.1.1 Neither THECB's review, approval, or acceptance of, nor payment for any of the services provided hereunder shall be construed to operate as a waiver of any rights under the contract, or of any cause of action arising out of the performance of the work required by the contract.

11.14.1.2 THECB shall have no liability except as specifically provided by law.

11.14.2 INDEMNIFICATION: awarded applicant agrees to indemnify, defend and hold harmless the State of Texas, THECB, as well as officers, agents, and employees of THECB from any liability, for any and all claims, demands, fees, suits or actions of any nature whatsoever, including but not limited to personal injury or illness, bodily injury (including death) and property damage occurring in connection with or in any way incident to or arising out of the use, service, operation or performance of work under the terms of the contract, except claims, demands, fees, suits or actions arising from any negligence by THECB, its officers, agents, employees, contractor, subcontractors or any negligence of a third party, its (their) officers, agents, employees, contractors, subcontractors. THECB shall give awarded applicant written notice of each such claim or suit and full right and opportunity to conduct awarded applicant's own defense thereof, together with full information and all reasonable cooperation.

11.14.3 Additionally, if awarded applicant requires or desires to use any design, trademark, device, material or process covered by letters of patent or copyright, awarded applicant shall indemnify, defend and hold harmless the State of Texas, THECB, as well as officers, agents, and employees of THECB, from any liability, for any and all claims, demands, fees, suits or actions of any nature whatsoever, from any and all claims for infringement by reason of the use of any such patented design, device, trademark, copyright, material or process in connection with the work agreed to be performed and shall indemnify the State of Texas, THECB, as well as officers, agents, and employees of THECB, from any cost, expense, royalty or damage which the State of Texas, THECB, as well as officers, agents, and employees of THECB may be obligated to pay by reason of any infringement at any time during the performance of or after completion of the work.

11.14.4 Notwithstanding any indemnification clause, THECB shall have full authority to conduct its own defense, negotiations, and settlements, but awarded applicant's indemnification nevertheless remains in full force and effect. Any settlement shall only be reimbursable by awarded applicant if awarded applicant approves such settlement in advance, and any liability upon unsuccessful defense shall only be reimbursable by awarded applicant if awarded applicant has full opportunity to participate equally in the defense of the action.

11.15 OWNERSHIP OF WORK

11.15.1 All property rights, including publication rights, to all products developed hereunder shall be retained by THECB. However, THECB shall ensure that duplication and distribution rights at no cost are secured to awarded applicant.

11.15.2 Upon request by THECB for the remittance of any work papers or work product, Awarded applicant shall immediately remit such work papers or work product. Failure to remit such work papers or work product shall be considered a breach of contract.

11.15.3 Awarded applicant shall indemnify and hold harmless THECB and its respective officers, directors, agents and employees, from and against any and all claims, damages, liabilities, costs and expenses (including reasonable attorney's fees), arising out of or in any way connected with any claim that the work performed by awarded applicant infringes any intellectual property rights or other rights of any third party, except to the extent such claim arises from a breach by THECB.

11.15.4 Awarded applicant understands and acknowledges that as a Texas state agency, THECB is subject to the provisions of the Texas Public Information Act.

11.16 STRICT PERFORMANCE

Failure at any time to require strict performance by either party of any provisions contained herein shall not waive or diminish THECB's right thereafter to demand strict compliance with any other provision.

11.17 FORCE MAJEURE

11.17.1 THECB may grant relief from performance of the contract if awarded applicant is prevented from compliance and performance by force majeure. Force majeure may include: an act of war; order of legal authority; act of God (except that certain natural phenomena, such as rain, wind or flood which are normally expected for the locale in which performance is to take place, shall not be considered acts of God for purposes of the contract); work stoppages due to labor disputes or strikes; fires; explosions; epidemics; riots; war; rebellion; or sabotage. The burden of proof for the need for such relief shall rest on awarded applicant.

11.17.2 To obtain relief based upon force majeure, Awarded applicant shall file a written request with THECB Point of Contact.

11.17.3 In the event awarded applicant claims relief due to force majeure awarded applicant shall be required to use due diligence to overcome obstacles to performance created by the force majeure. Awarded applicant shall resume performance immediately after the obstacles have been removed. No extension of time shall be granted to the extent that

any delay or failure to perform was caused by the negligence or other fault of awarded applicant.

11.18 CONFLICTING RFA LANGUAGE

In the event that language contained in a particular Section of the RFA is found to be in conflict with language in another Section, the most stringent requirement(s) shall prevail.

11.19 INSPECTIONS

Throughout the effective period of a contract resulting from this RFA, all work products shall be subject to inspection and test by authorized THECB representatives.

11.20 AUDIT AND ACCESS TO RECORDS

11.20.1 Contractor understands that acceptance of funds under this Contract, or indirectly through a subcontract under this Contract, acts as acceptance of the authority of the State Auditor’s office, THECB or any successor agency, as well as any external auditors selected by the State Auditor’s office, THECB or, in contracts involving federal funds, any auditors selected by the United States, including, but not limited to the cognizant federal agencies and/or federal Offices of the Inspector General (collectively referred to as “Audit Entities”), to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the above parties in the conduct of the audit or investigation, including promptly providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.

11.20.2 Awarded Applicant shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Awarded Applicant in connection with the Contract Project. These records and accounts (which includes all receipts of expenses incurred by Awarded Applicant) shall be retained by Awarded Applicant and made available for inspecting, monitoring, programmatic or financial auditing, or evaluation by THECB and by others authorized by law or regulation to do so for a period of not less than seven (7) years from the date of completion of the Contract Project or the date of the receipt by THECB of Awarded Applicant’s final claim for payment or final expenditure report or until any litigation/billing issues are resolved, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed. Awarded Applicant shall make available at reasonable times and upon reasonable notice, and for reasonable periods, all documents and other information related to the Services provided in this Contract. Awarded Applicant and any subcontractors shall provide any Audit Entities with any information such entity deems relevant to any monitoring, investigation, evaluation, or audit.

11.20.3 Awarded Applicant’s failure to comply with this subsection (Right to Audit; Records Retention) shall constitute a material breach of this Contract and shall authorize THECB and the State of Texas to immediately assess appropriate damages for such

failure. THECB reserves the right to require the reimbursement of any over-payments determined as a result of any audit or inspection of records on work performed under this Contract. Awarded Applicant shall reimburse THECB for any over-payments within thirty (30) calendar days of receipt of THECB's written notice.

11.21 ACCOUNTING SYSTEM

Awarded applicant shall have an accounting system that accounts for cost in accordance with generally accepted accounting principles. Awarded applicant's accounting system must include an accurate and organized file/records system for accounting and financial purposes for providing backup materials for billings.

11.22 DISPUTE RESOLUTION PROCESS

11.22.1 The dispute resolution process provided for in Chapter 2260 of the Texas Government Code shall be used, as further described herein, by the THECB and awarded applicant to attempt to resolve any claim for breach of contract made by awarded applicant:

11.22.1.1 An awarded applicant's claims for breach of the contract that the parties cannot resolve in the ordinary course of business shall be submitted to the negotiation process provided in Chapter 2260, Subchapter B, of the Government Code. To initiate the process, the awarded applicant shall submit written notice, as required by Subchapter B, to THECB's Deputy Commissioner for Agency Operations and Communications/Chief Operating Officer. Said notice shall specifically state that the provisions of Ch. 2260, Subchapter B, are being invoked. A copy of the notice shall also be given to all other representatives of the THECB and the awarded applicant otherwise entitled to the notice under the parties' contract. Compliance by the awarded applicant with Subchapter B is a condition precedent to the filing of a contested case proceeding under Chapter 2260, Subchapter C, of the Government Code.

11.22.1.2 The contested case process provided in Chapter 2260, Subchapter C, of the Government Code is the awarded applicant's sole and exclusive process for seeking a remedy for any and all alleged breaches of contract by the THECB if the parties are unable to resolve their disputes under the preceding paragraph.

11.22.1.3 Compliance with the contested case process provided in Subchapter C is a condition precedent to seeking consent to sue from the Legislature under Chapter 107 of the Civil Practices and Remedies Code. Neither the execution of the contract by the THECB nor any other conduct of any representative of the THECB relating to the contract shall be considered a waiver of sovereign immunity to suit.

11.22.2 The submission, processing and resolution of the awarded applicant's claim is governed by the published rules adopted by the THECB pursuant to Ch. 2260 hereafter enacted or subsequently amended. These rules are found at 19 T.A.C. Section 1.11.

11.22.3 Neither the occurrence of an event nor the pendency of a claim shall constitute grounds for the suspension of performance by the awarded applicant, in whole or in part.

11.23 NON-APPROPRIATION OF FUNDS

The contract may be terminated if funds allocated to THECB should become reduced, depleted, or unavailable during the contract period, and to the extent that THECB is unable to obtain additional funds for such purposes. THECB shall negotiate efforts as first consideration and if such efforts fail, then THECB shall immediately provide written notification to the awarded applicant of such fact and the contract shall be deemed terminated upon receipt of the notification, and neither party shall have any further rights or obligations hereunder. Awarded applicant shall not incur new obligations after the effective date of termination and shall cancel as many outstanding obligations as reasonably practicable. THECB shall be liable for costs incurred up to the time of such termination. Under no circumstances shall this RFA or any provisions herein be construed to extend the duties, responsibilities, obligations, or liabilities of the State of Texas or THECB beyond the then existing biennium.

11.24 STATE FISCAL COMPLIANCE GUIDELINES

The standard financial management conditions and uniform assurances set out in the RFA are applicable to all grants, cooperative agreements, contracts and other financial assistance arrangements executed between state agencies, local governments and any other sub-recipient not specifically excluded by state or federal law. All applicable conditions and uniform assurances can be found at <https://www.comptroller.texas.gov/purchasing/grant-management>.

11.25 REPORTING REQUIREMENTS

Awarded applicants shall adhere to the reporting requirements outlined in Section 8.1.4, Reporting, of this RFA. Additionally, awarded applicant shall be required to complete a program evaluation for a Program funded as a result of this RFA. The final payment of the grant funds shall not be awarded until satisfactory completion of all reports and requested information is provided to the THECB. Reporting format may be provided by THECB to awarded applicant. THECB shall provide templates for reporting and the THECB evaluation staff shall provide standard data entry and transmission instructions and program evaluation templates as required under this RFA. The templates shall include, but may not be limited to:

11.25.1 Program reports.

11.25.2 Financial Expenditure reports (final report September 30, 2019)

11.25.3 Evaluation forms for collecting data during or upon completion of the program.

APPENDIX A: DEFINITIONS

The following definitions shall apply:

Accelerate Texas (ATX) – an Integrated Career Pathway (ICP) model that includes the following, regardless of administrative origin (THECB or TWC):

- access for underprepared students to Workforce Training and Education programs;
- instructional model whereby basic skills support is integrated with the program of study, and is contextualized and aligned with linked or common learning objectives and specific, integrated support activities;
- outcomes include successful completions of recognized postsecondary credentials, with THECB’s ATX grant program limiting funding to Level 1 certificates and higher;
- academic and workforce support services are provided by the Texas Workforce Solutions, system, sector partners, and other entities, both outside the institution or organizational grantee and/or within;
- collaboration with Workforce Boards and other partners regarding local/regional labor market, credentialing demands, and wage information.

All Accelerate Texas grantees should consult their contracts and with grant administrators for specific details regarding funding allowances and restrictions, as well as reporting, performance measures, professional development, and assessment requirements.

Applicant – A Texas community college district or public technical institution of higher education submitting an Application in accordance with the terms and conditions of this RFA.

Application – The final document submitted by an applicant to THECB in response to and in accordance with the terms of this RFA.

Awarded Applicant – The successful recipient ultimately awarded a contract by THECB who is responsible for performing all services and activities required to fully comply with contract performance requirements and all contract terms and conditions.

Co-requisite (also known as mainstreaming) – An instructional strategy whereby students are co-enrolled in a developmental education course or NCBO, as defined in paragraph (18) of this section, and the entry-level freshman course of the same subject matter within the same semester. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course.

Developmental Coursework and/or Intervention - non-degree-credit coursework and/or activity designed to address a student's strengths and needs in the areas of integrated reading/writing, mathematics, ESOL, and student success.

FERPA – The Family Educational Rights and Privacy Act is a federal law regarding the privacy of student records and the obligations of the institution, primarily in the areas of release of the records and the access provided to these records. Any educational institution that receives funds under any program administered by the U.S. Secretary of Education is bound by FERPA requirements. Institutions that fail to comply with FERPA may have funds administered by the Secretary of Education withheld.

Intensive Program for Adult Education Students (IPAES)– an intensive bridge program developed by colleges under previous grants from THECB. Visit <http://www.thecb.state.tx.us/index.cfm?objectid=895B6D95-E9F5-E379-FDA9434CFEB75ED3> for information on the IPAES program, including the colleges’ successes and challenges,

course schedules and syllabi, and lesson plans. Institutions may use all or parts of the IPAES as the basis for its ICR model for the 2017 CRSM grant.

Level one certificate (CERT1) - program completed by a student in one calendar year or less. It must consist of at least 15 SCH and no more than 42 SCH. Level one certificate programs are exempt from TSI requirements, but certificate programs may perform local assessment and remediation of students, provided that these activities do not exclude the student from enrollment in the certificate program. (*Guidelines for Instructional Programs in Workforce Education*, p.19. THECB, 2015)

Non-Course Competency-Based Developmental Education Interventions (*also known as non-course-based or non-semester-length options and interventions or NCBOs*) - Interventions that use learning approaches designed to address a student's identified weaknesses and effectively and efficiently prepare the student for college-level work. These interventions must be overseen by an instructor of record, must not fit traditional course frameworks, and cannot include advising or learning support activities already connected to a traditional course; interventions may include, but are not limited to, tutoring, supplemental instruction, or labs.

Program Evaluation - a systematic method of collecting, analyzing, and using information to answer questions about developmental education courses, interventions, and policies, particularly about their effectiveness and cost-efficiency.

State of Texas Business Days - Monday through Friday, 8:00 a.m. to 5:00 p.m., except for scheduled State of Texas and national holidays.

Texas College and Career Readiness Standards (CCRS) – The standards adopted by the Coordinating Board in January 2008 which articulate the knowledge and skills that students must know and be able to do to succeed in entry-level college/university courses and in the skilled workforce. The CCRS can be found at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>.

THECB – The Texas Higher Education Coordinating Board, an agency of the State of Texas.

APPENDIX B: RIDER 36

Rider 36 Accelerate Texas Community College Grants

Out of funds appropriated above in Strategy, F.1.3, Accelerate Community College Grants, \$2,000,000 in General Revenue for fiscal year 2016 and \$2,000,000 in General Revenue for fiscal year 2017 shall be used for the purpose of awarding competitive grants to community colleges and public technical institutions to scale and sustain Accelerate Texas program models for the purpose of increasing the participation and success of adult education and literacy (AEL) students transitioning from community and federally-funded AEL programs into postsecondary education and/or training programs and for students assessed under the new TSI Assessment as demonstrating basic academic skills. Accelerate Texas is an integrated career pathway model that supports the transition and success of lower skilled students into entry-level workforce training programs leading to credentials of value in regional labor markets. Any balances as of August 31, 2016 are hereby appropriated for the same purpose for the fiscal year beginning September 1, 2016.

APPENDIX C: COVER PAGE

| | |
|----------------------------------|--|
| Applicant: | |
| Address: | |
| City/State/Zip: | |
| | |
| Applicant Contact (Director): | |
| Phone Number: | |
| Fax Number: | |
| E-Mail Address: | |
| | |
| Applicant Contact (Co-Director): | |
| Phone Number: | |
| Fax Number: | |
| E-Mail Address: | |
| | |
| Authorized Signature: | |
| Printed Name and Title: | |
| Date: | |

| | |
|-------------------------|--|
| Applicant Certification | I certify that this application is the sole application for the Accelerate TX College Readiness and Success Models for 60x30TX (2017 CRSM) for this institution. |
| Authorized Signature: | |
| Printed Name and Title: | |
| Date: | |

APPENDIX D: INITIAL BUDGET FORM

**Accelerate TX College Readiness and Success
Models for 60x30TX (2017 CRSM)**

Name of Institution

| I. RFA Budget Line Item | II. Item Description | III. Purpose and Explanation | IV. Percent of Time on Project | V. Proposed Budget <i>(Initial Funding)</i> |
|--|----------------------------------|------------------------------|--------------------------------------|---|
| 10.6.1 | Project Director, Co-Director | | | |
| 10.6.2 | Other Professional/Support Staff | | | |
| 10.6.3 | Fringe Benefits | | | |
| 10.6.4 | Travel | | | |
| 10.6.5 | Other Direct Costs | | | |
| Total ALL Program Costs (Equals 10.6.1 through 10.6.5 above) | | | | \$0.00 |
| | | | | |
| | Cost Sharing for Applicant | | | \$0.00 |
| Total Projected Funding Based on Students Served <i>(total from Appendix E)</i> | | | | \$0.00 |
| TOTAL (Equals ALL Program Costs Less Cost Sharing) | | | | \$0.00 |

APPENDIX E: PROJECTED FUNDING BASED ON STUDENT COMPLETION

| Model | Projected Number of Students Enrolled | Projected Number of Students Completed | Projected Number Completed College Level Course or Level 1 CERT per Semester | Performance Pay (per Completion) | Total Amount |
|---|--|--|--|--|---------------------|
| Intensive College Readiness | 250 | 200 75 – Math 75 – Reading 50 – Writing | 40 – Spring 2017 20 – Summer 2017 70 – Fall 2018 70 – Spring 2019 | \$250.00 (x200 successful completion of intensive transition intervention AND college-level course) | \$50,000.00 |
| Integrated Career Pathways | 100 | 85 | 15 – Spring 2017 25 – Fall 2018 45 – Spring 2019 | \$1500.00 (x85 successful completion of CERT 1) | \$127,500.00 |
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |
| Amount Based on Student Completion | | | | | \$177,500.00 |

APPENDIX F: PROGRAM EVALUATION PLAN

| Program Evaluation Plan | | | | | |
|--------------------------------|------------------------------|--------------------------|----------------------------|------------------------------|------------------------------------|
| Goal | Activities/Strategies | Expected Outcomes | Measures of success | Stakeholders involved | Methods for collecting data |
| | | | | | |
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Please use this form to indicate the:

1. Goal your program is trying to reach.
2. Anticipated activities/strategies you plan to implement to reach the goal.
3. Anticipated short and long-term outcomes.
4. Measures you will use for continuous improvement and to evaluate the success of each strategy, including plan to communicate findings to institutional and other stakeholders.
5. Stakeholders impacted by this goal.
6. Methods used to gather data. Methods should be both qualitative and quantitative.

APPENDIX G: SCORING RUBRIC

Scoring Rubrics

This guide to the scoring rubrics provides applicants with a tool to use in planning proposed work and ensuring alignment with the Coordinating Board’s priorities. This section covers two rubrics: (1) Coordinating Board’s rubric for screening applications; and (2) the Subject Matter Experts rubric for assessing finalists’ applications.

Texas Higher Education Coordinating Board Rubric for Screening Applications

This rubric will be used to determine whether applications are eligible for further consideration. Applications that do not have all the required documentation will be removed from the applicant pool.

| Required Documentation |
|---|
| Cover Sheet |
| Table of Contents |
| Transmittal Letter |
| Narrative |
| Program Budget |
| Projected Funding Based on Students Completed |

Advisory Committee Rubric for Assessing Applications

This rubric will be used by the Review Committee to assess the quality of applications. Below applicants can find descriptions for a low, medium and high rating for each of the criteria that are critical for a successful plan. In addition to the use of quantitative scores, reviewers will consider each proposal holistically and provide overall assessments of the submission.

| Overall Assessment | High Score (8-10 points) | Medium Score (5-7 points) | Low Score (1-3 points) |
|--|--|---|--|
| Overall assessment of application | Application is high quality, complete and makes a persuasive case that funding will have a significant impact on furthering the institution’s work to achieve success and completion goals | Application is of satisfactory quality, complete and will enable the institution to meet most of its success and completion goals | Application is low quality, incomplete and/or has little or no likelihood of enabling the institution to meet its success and completion goals |

| Overall Assessment | High Score (5-6 points) | Medium Score (3-4 points) | Low Score (1-2 points) |
|---|--|---|---|
| Qualities of the Application (36 points) | | | |
| Focused and aligned: Clearly focuses on one or more of the three instructional models, as described in the RFA | Application clearly describes how work aligns with one or more of the models | Proposed work mostly aligns with the selected instructional model(s) | Proposed work does not align with the selected instructional model(s) |
| Persuasive: Clearly explains causal link between proposed work and increases in student success and completion | Application makes a persuasive case that the proposed work will have a significant impact on the institution's ability to reach its achievement goals | Application makes a somewhat persuasive case that the proposed work will enhance the institution's ability to reach its achievement goals | Application does not make a persuasive case that the proposed work will enable the institution to reach its achievement goals |
| Strategic: Well-developed, comprehensive and thoughtfully sequenced | Proposed work is well-developed, comprehensive and carefully sequenced to reflect a strategy that will increase student success and college completion | Proposed work is developed to a satisfactory level, and is mostly complete | Proposed work is mostly programmatic and focuses on implementation without emphasis on strategy |
| Evidence-based: Based on evidence of what has worked at the institution, in the state and in the field more generally, to date | Application clearly describes how proposed work reflects actions that are proven to effectively increase student success and college completion | Application is informed by, but not based upon, evidence of which actions are most effective | Application does not explain use of knowledge in the field |
| Scalable: Can be expanded and replicated in other places and contexts | Proposed work lays a strong foundation for further work in these focus areas and can be effectively scaled within the institution and possibly statewide | Application describes how proposed work could enhance further work, but does not explain how proposed work will spur future work | Application does not detail ways in which proposed work can be expanded, replicated and/or scaled |
| Ambitious and feasible: Application reflect plans to implement significant action to achieve success and completion goals, and benchmarks can be realistically achieved | Proposed work reflects ambitious goals, but is achievable with the proposed funding and timeline | Proposed work is somewhat ambitious and achievable OR proposed work is overly ambitious and only partially achievable | Proposed work is not ambitious or cannot be realistically completed with the proposed funding and timeline |

| Proposed Work | High Score (5-6 points) | Medium Score (3-4 points) | Low Score (1-2 points) |
|---|--|---|--|
| Impact (12 points) | | | |
| Improved outcomes | Application clearly demonstrates how proposed work will improve student outcomes and enhance student achievement | Application addresses how proposed work will improve student outcomes, but does not demonstrate a clear causal link | Application does not describe how proposed work will improve student outcomes |
| Proposal aims to close attainment gaps for traditionally underrepresented populations | Application clearly explains how proposed work will narrow attainment gaps | Proposed work includes focus on traditionally underrepresented groups, but does not explain how proposed work will narrow attainment gaps | Proposed work does not address impact on traditionally underrepresented groups |
| Engagement (6 points) | | | |
| Leadership Team | Applicant has an engaged, effective leadership team in place to develop the application and implement work. The leadership team is reflective of the work proposed | Applicant has identified leadership team, but does not describe how the leadership team will effectively engage in implementing work, nor is it reflective of the work proposed | Applicant lacks a leadership team and/or leadership team is currently unaware of the proposed plan |
| Leveraging Ongoing Work (18 points) | | | |
| Proposed work incorporates evidence of applicant's ability to improve student success and college completion | Proposed plan incorporates evidence of applicant's ability to improve student success and college completion | Proposed plan demonstrates evidence of applicant's prioritization of student success and college completion, but does not show success in improving outcomes | Proposed plan does not demonstrate evidence of applicant's prioritization or improvement of student success and college completion |
| Demonstrated effort and commitment in the selected instructional models(s) | Proposed work builds on demonstrated effort and commitment in the particular instructional models(s) | Applicant has engaged in ongoing work in the instructional models(s), but proposed work is not aligned with existing work | Applicant has not worked in the instructional models(s) |
| Leverages ongoing and existing work in other instructional models and in the state's 60x30TX plan | Proposed work builds upon and leverages existing work in other instructional models(s) and in the state's 60x30TX plan | Applicant's plan builds upon past work, but does not leverage ongoing work | Applicant's plan does not build upon or leverage ongoing and existing work |

| Monitoring and Sustaining Impact (18 points) | | | |
|---|---|---|--|
| Timeline for implementing proposed work | Proposed plan includes ambitious and achievable timeline to implement proposed work | Proposed plan includes an incomplete or unrealistic timeline for achieving its work | Proposed plan does not include a timeline to achieve its work |
| Assessing impact | Application includes leadership team's process for assessing which changes in student success are attributable to work implemented through the CRSM and modifying work to improve impact when necessary | Application includes incomplete plan to assess impact and modify work OR plan is not feasible | Application does not include a plan to assess impact and modify work |
| Sustainability strategy | Application includes a strategy that explains how the proposed work will continue to improve student success and college completion rates beyond the grant period | Proposed plan includes an incomplete strategy, or a strategy without high likelihood of success | Proposed plan does not include a sustainability strategy |
| TOTAL PROPOSED WORK SCORE (100 max. points) | | | |

APPENDIX H-1: ICP-ATX SAMPLE CERTIFICATION STATEMENT
(Completed by Registrar) for ICP Reporting

Place this on institution Letterhead

INTEGRATED CAREER PATHWAYS-ACCELERATE TX CERTIFICATION STATEMENT (ICP-ATX): 2017 CRSM

INSTITUTION: [Insert Legal Institution Name Here]

[Insert 6-digit FICE code here]

DATE: [Enter date of certification, i.e., today's date]

I hereby certify that {Institution Name} completed {Number of Level 1 Certificate Completions} students in the Integrated Career Pathways model program during {Semester} {Year}. We verify that the list provided to the Texas Higher Education Coordinating Board (THECB) contains all eligible Integrated Career Pathways participants who completed a Level 1 Certificate in {Semester} {Year}. We acknowledge that THECB will check participant enrollments on the CBM001, and the CBM00A, and program completions on the CBM009 submissions.

In the event the number of unique students identified in the CBM submissions is fewer than the number certified herein, I understand that {Institution Name} may be required to return funds sent to the institution by THECB based on these certified completion numbers.

(Sign above.)

{Print name and title of Reporting Official}

APPENDIX H-2: ICP-ATX SAMPLE REPORTING GUIDANCE
Reporting Level 1 Certificate Enrollment for ICP Reporting

Reporting Level 1 Certificate Enrollment under Integrated Career Pathways and Accelerate Texas

Provide the list of students who enrolled in the ICP-ATX program in the semester being reported. This file should include only the students who are enrolled in one of these programs (see contract with the THECB to verify which program your institution is associated with).

Submit a comma-separated values (csv) file electronically to the THECB via the secure data exchange site (See the “Submission Process” instructions on pg. 2) by **the last day of the months of December, May, and August for the fall, spring, and summer sessions, respectively.**

For questions regarding the compilation and submission of this data file, please contact Melissa Humphries in the Division of Strategic Planning and Funding at Melissa.Humphries@thecb.state.tx.us or (512) 427-6546. For questions regarding the details of the CRSM grant, please contact Linda Muñoz in the Division of College Readiness and Success at Linda.Munoz@thecb.state.tx.us or (512) 427-6525.

Data File Instructions:

Submit the following data as one csv file. Please name your file: ICPATX_”semester”_”schoolname” (example: ICPATX_Fall2016_Amarillo).

The data file should contain information on each student from that semester that enrolled in the ICP-ATX program. Report a student every semester they are enrolled in the program. Enrollment and completion of the students reported in this file will be verified against the CBM001, CBM00A and the CBM009 reports.

The file should include the following items for each course entry (follow the format provided shown in the Record Layout on pg. 2).

- Field #1 Institution Code. Enter the FICE Code of your institution.

- Field #2 Student Identification Number. Enter the Social Security number of the student. The institution will assign unique (nine-digit) identification numbers to students without Social Security numbers. This is the same identification number (or SSN) that is reported to THECB for CBM reporting.

- Field #3 Student Last Name. Enter the student’s last name. Truncate if the name contains over 20 characters.

- Field #4 Student First Name. Enter the student’s first name. Truncate if the name contains over 10 characters.

- Field #5 Student Middle Name Initial. Enter the initial of the student’s middle name.

- Field #6 Student Date of Birth. Enter all four digits of the year, the month and day of birth of the student (YYYYMMDD). If the date of birth is unknown, enter ‘00000000’.

- Field #7 Date of Program Enrollment. Enter the date the student first enrolled in the ATX-ICP program in the format YYYYMMDD.
- Field #8 Program Indicator. Enter the code indicating the program with which the student is associated. Students who are not eligible for either program should not be included in the data file. A student cannot be associated with both programs.
1 ATX-ICP
- Field #9 Completed a Level 1 Certificate. Enter a '1' if the student completed a Level 1 Certificate by the end of the semester being reported. Enter '0' if the student was not awarded a certificate. The number of students marked with a '1' should match the number of students your institution reported for funding for students served on the Certification Statement. These reports will be verified with data from the CBM009.

Submission Process

1. The designated representative from the institution shall compile and prepare the data consistent with the instructions in this file.
2. The Reporting Official for this institution shall submit the report to the secure data exchange site in the Output folder.
3. The Reporting Official shall notify Melissa Humphries at Melissa.Humphries@theccb.state.tx.us that the report is available in the Output folder.

RECORD LAYOUT

| | | |
|----------|-------------------------------|-------------------|
| Field #1 | Institution Code - FICE | String—6 digits |
| Field #2 | Student ID | String – 9 digits |
| Field #3 | Last Name | 20 characters |
| Field #4 | First Name | 10 characters |
| Field #5 | Middle Initial | 1 character |
| Field #6 | Date of Birth | String – YYYYMMDD |
| Field #7 | Date of Program Enrollment | String—YYYYMMDD |
| Field #8 | Program Indicator | Numeric – 1 digit |
| Field #9 | Level 1 Certificate Completed | Numeric—1 digit |

APPENDIX I-1: ICR SAMPLE CERTIFICATION STATEMENT
Completed by the Program Staff

Place this on institution Letterhead

INTENSIVE COLLEGE READINESS MODEL CERTIFICATION STATEMENT: 2017 CRSM

INSTITUTION: [Insert Legal Institution Name Here] [Insert 6-digit FICE code here]

DATE: [Enter date of certification, i.e., today's date]

I hereby certify that {Institution Name} served the following numbers of students under an Acceleration model in {Semester} {Year}:

| {Semester} {Year} | |
|---|--|
| Number of new enrollments into Intensive College Readiness intervention | |
| Number successful academic college-level course completions* | |

*Funding for students served determined with this number

Applicants are expected to report all Intensive College Readiness Model participants who successfully completed a first college-level course in {Semester} {Year} to the Texas Higher Education Coordinating Board (THECB). We acknowledge that THECB will check participant completions of college-level course through the CBM001 and CBM005 report submissions.

In the event the number of successful college-level course completions identified in the CBM reports is fewer than the number certified herein, I understand that {Institution Name} may be required to return funds based on the number of students it has agreed to serve under its contract with THECB.

(Sign above.)
{Print name and title of Program Manager}

